

Muhammad Ahsan*

Zahoor Hussain†

Muhammad Gulfranz Abbasi‡

Reconnoitering the Impact of Motivation on Teachers and Students to Use L1 in L2 Classroom

Abstract

The purpose of the current study was to explore the impact of motivation on teachers and students to use L1 in the L2 classroom. To find out an obvious understanding of this subject matter, the study focused on the 156 teachers and the 577 students who were teaching and learning English at graduation level in different public sector colleges and universities of the Southern Punjab, Pakistan. Two questionnaires were used for data collection. The data were analyzed through SPSS (statistical package for social sciences). Data were analyzed using descriptive analysis, Analysis of variance (ANOVA), T-Test and Cronbach's alpha. The results of the study indicated that the learners and the teachers showed highly positive perceptions regarding the use of L1 in the L2 classroom. The majority of the respondents preferred using L1 in certain situations for specific reasons such as while learning about grammar and its usage in the L2 classroom, discussing course policies, attendance, and other administrative information, explaining some difficult concepts, to give directions about exams and in introducing the aim of the lesson, to discuss tests, quizzes, and other assignments appropriately at BS level.

Key Words: First Language, Second Language, Motivation, BS, BA/BSc, B.Com

Introduction

When a learner initially steps into a language classroom, he/she carries higher motivation, whether integrative or instrumental or both ([Gardner and Lambert, 1972](#)). Once the learning has started, things are not so straightforward to make a distinction. His/her initial accomplishment may boost higher motivation which, in turn, will urge the learner to provide more priority, time and effort to his/her learning and to achieve more success, thus forming a supreme circle. However, a ferocious circle is also equally possible. When learners, particularly adults, commence concentrating on a language class, they bring not only motivation but also some anxiety. L2 is something unknown to them, and they are not sure whether they will be successful or fail in commanding it. For beginners, the first a small number of classes are essential they should be a little challenging; however, optimistically, not threatening. The feeling here is how to motivate and carry on the learners' motivation. To realize this, the teacher should offer what the student is prepared to learn, i.e., what he is able of learning, not necessarily what he wants to learn ([Claxton, 1984](#)). Subsequently, the question is: are the adults proficient of learning L2 through L2 solitary? Perhaps some are. However, many are not. In learning of English as a target or second language, for instance, a Pakistani learner in the United Kingdom, most of the learners, whether, they are proficient or not, will carry on learning since they have instant use of L2, in this case, English in the U.K. In situations where English is a foreign or second language such as in Pakistan, things are, to a certain extent, different. A lot of learners who are not competent enough may increasingly let down or plainly drop out because they can be in this world quite happily without L2. Moreover, it is extremely complex to fill the gap between their restricted capability to converse in L2 and the ideas they desire to communicate if the class is conducted entirely in L2. In such kind of classroom, it is expected that the teacher and the students have nothing to talk all the informal and in order to maintain the learner's motivation in a perfect sphere, appropriate utilization of L1 in the classroom is constructive.

*Lecturer, Department of English, Ghazi University Dera Ghazi Khan, Punjab, Pakistan.

Email: mahsan@gudgk.edu.pk

†Lecturer, Department of English, Bahaudin Zakariya University, Layya Campus, Punjab, Pakistan.

‡Associate Professor, Department of English, Government College Murree, Punjab, Pakistan.

Students' Motives for L1 Use in L2 Classroom

[Harmer \(2009\)](#) points out a number of reasons for the students' propensity to use L1 throughout the English lesson. Occasionally teacher invites learners to do something (e.g., to speak about a complicated topic) which they are not capable of managing with their reduced knowledge of the target language. In this situation, the exercise of the mother tongue is necessary. Teachers should think attentively about the actions they choose in order to select tasks corresponding with the students' linguistic capability. On the contrary, the numerous practices of the difficult activities which students cannot perform even with the great effort can bring about stress which can repeatedly cause hatred to the subject matter. L1 is the most natural way of expressing themselves for all people. It is employed in each school subject and in the English lesson. Students use it repeatedly and without thinking. It is because Harmer puts it in plain words, "we try to make sense of a new linguistic (and conceptual) world through the linguistic world were previously familiar with" ([Harmer, 2009](#)). In the same line of thought [Butzkamm \(2003\)](#) says that L1 is the master key to foreign languages, the device which gives us the fastest, most precise, and most complete means of accessing a foreign language. Generally, and frequently, students use their L1 for explaining tasks and activities to other students. The learners' use of their L1 can be over and over again influenced by the instructor. If teachers use L1 themselves, it is possible that students will carry it out as well. The very last reason which Harmer offers highlights the role of the individual learning styles and abilities as some learners are capable of learning a foreign language with no use of their L1, but for the others, the L1 is a requirement. [Nation \(2003\)](#) asserts that learners often keep away from using the target language for the reason that they do not want to feel uncomfortable about the mistakes they make. It can be constructive to reassure the learners that mistakes are an important part of learning and that there is no need to feel uncomfortable. Harmer puts a number of motivating reasons, but there is at least one more which he does not mention. Many students switch to their L1 immediately because they are lethargic. It is a good deal easier for them to communicate somewhat in L1 and if there is not any penalty from the teacher, they will not see any reason why to distress themselves by finding suitable English correspondents and will carry on in using the mother tongue every time they find a chance. This situation should be a word of warning for all compassionate teachers. Once teachers let their learners do what they want, they will have a big problem with removing their vices. Consequently, every instructor should set a list of the rules at the start and maintain time and again on its devotion during the whole course. "For students who are not tremendously motivated, it may involve too much effort to try to understand" ([Moon, 2000](#)).

Teachers' Motives for L1 use in L2 Classroom

It is, to a certain extent, comprehensible if students bend to the L1 instead of speaking English. But the problem appears when the instructor is the one who uses L1 more than it is required. But even teachers have got a number of serious reasons why they keep away from L2. The first category belongs most likely to those teachers who argue that they come again to L1 in the classroom communication because students do not comprehend them. This is factual because students actually do not understand immediately. But every instructor should comprehend that this is not the issue of a moment, but it is a long-term practice which has to be increasingly developed. [Atkinson \(1993\)](#) acknowledges that in this situation translation could be a helpful means, but it should be used only when it is essentially necessary. Teachers cannot give up after a few unsuccessful lessons, even if students look absolutely confused. It is better to try some other techniques at first, like L2 definitions or demonstrations, and only when nothing of that works, the teacher should use translation. One more common reason refers to the fact that teachers are not certain about their linguistic abilities. They will use L1 rather than getting themselves into the embarrassing state by making errors while conversing in the target language. Such a state of affairs when instructors do not master the language which they have to teach can be very nasty. [Rahman \(2006\)](#) puts in plain words that the certainty about the pathetic L2 communicative abilities can result in the feelings of inferiority. These teachers do not even participate in any further education in order to keep away from an embarrassment. But students' knowledge of the target language is much worse, particularly at the elementary school, so they are not capable of becoming aware of most of the mistakes. It is further positive for students to hear faulty English rather than no English and he also gives advice to the teachers not to take too much care of

their accuracy because such an overstated care over and over again leads to more and more mistakes ([Atkinson, 1993](#)). Similarly, [Nation \(2003\)](#) also expands the view that good strategy could be to make a list of most frequent sentences, phrases and commands because in this way the role of the L1 in classroom management can be minimized and the role of the L2 increased. Several teachers reduce the use of L2 because it is very time-consuming to explain everything in the target language (particularly when the students' level of L1 is low) and the lack of time in the lesson on the one hand and amount of syllabus they are supposed to teach on the other hand do not permit them such a waste of time. [Moon \(2000\)](#) has the same opinion that long explanations in the L2 could take too much time, and ultimately learners could lose interest and concentration. To wind up, it is significant to say that there are some tolerable reasons for using L1 in English language teaching, but some of them might look like excuses. Teachers should vigilantly think over when the use of L1 is justifiable and when it is not. The long and short of this discussion is that whenever English is not being used, there should be a sound reason for this ([Gill, 2005](#)). But the purpose of this study is not confined to only teachers and their teaching yet it also focuses on learners and their learning as well, and the rationale of this research is to analyze the level of motivation among the teachers and learners through the use of L1 in L2 classroom and to explore the situations in which the teachers and the learners desire to use their L1 in L2.

Research Questions

- i. What motivates teachers and students to use L1 in L2 classroom?
- ii. What are the situations in which teachers and students desire to use their L1 in the L2 classroom?

Methods and Materials

Since the objective of the present study was to find out the impact of motivation on teachers and students to use L1 in the L2 classroom at degree level, for this purpose, questionnaires were used as the main research tool. According to [Beale \(2002\)](#), research methodology should include a description of participants, target institutions, sampling plan, data collection procedures and instruments. The research was designed to use a mixed-method type. A mixed-method type is a research design that uses both quantitative and qualitative data to answer a particular question or set of questions ([Hesse-Biber, S. N., 2010](#)). The data collection procedure, therefore, was of twofold: quantitative and qualitative. The quantitative part investigated colleges and universities students', and teachers' opinions in general about L1 use in English classrooms and the qualitative tool explored in more detail their beliefs and opinions as to why they agree or disagree with L1 use. The quantitative measurement assisted in collecting the massive data from a large group of participants while the qualitative approach appropriately dealt with the data that could be simply obtained from the questionnaires. The selected approach offered the tools to get information from inside and to explore in more detail each issue from the participants. Thus, a mixed-method type was the best possible way to answer all of the queries in this study. The selected site of this study was government colleges and universities located in the home division of the researcher and two other divisions like Multan and Bahawalpur, so it would be considered easy to build a good connection with the respondents. There English in daily communication is rarely found. The students' life outside the class is mainly based on their mother tongue only. Participants' number consisted of 577 college and university students studying at their third- and fourth-year BA, BSc, B. Com and BS in the 2015 academic year and their 156 English language teachers since to respond the questions of the current study both quantitative and qualitative research methods were employed and they would have questionnaires with the subjects. With a view to determining the subjects' judgment of the use of L1 in their L2 classes, the researcher constructed Students' and teachers' questionnaires were the least data collection technique used in this study. These two questionnaires were developed from the studies by [Elmetwally \(2012\)](#), [Al-Jadidi H. S. \(2009\)](#), [Maniruzzaman \(2003\)](#) and [Rahman \(2006\)](#) as models with slight modification on the grounds of researcher's personal seven years of teaching experience and these few adaptations and modifications were also supported by [Johnson \(1992\)](#) who noted that "what makes a high-quality questionnaire is building on theory and earlier research; building on

preceding work not only assists in improving the quality of tools but allows researchers to share the findings of similar studies to one another". The ended form of the questionnaires was the product of my own readings in the literature, joint with my own manifestations and understanding of the subject. Similarly, one of the most important purposes of these necessary modifications and adaptations was to appeal to the Pakistani context. The questionnaires had two parts, i.e., demographic information and 75 statements which were based on the format of a typical five-level Likert item.

Description of the Proposed Questionnaires

Table 1. Frequency and Percentage of Age Group of the Student Participants

Age Groups	Frequency	Percentage
17-19 (years)	445	77
20-22 (years)	132	23
Total	577	100.0

Table 1 indicates data about the frequency and percentage of the age group of the participants (students). The data of 577 respondents (male and female) was divided into two categories of age groups. In the first category of age group (17-19 years), there were 445 participants who were 77% of the total number. In the second category of age group (20-22 years), there were 132 respondents who were 23% of 577 respondents.

Table 2. Frequency and Percentage of Gender of the Student Participants

Gender	Frequency	Percentage
Female	276	48
Male	301	52
Total	577	100.0

Table 2 shows data about the frequency and percentage of the gender of the participants. In this table, the received data was divided into male and female categories, and in the female gender category there were 276 respondents who were 48% of total 577 participants, and in the male gender category, 301 participants were included who were 52% of the total number of respondents.

Table 3. Mean Score Criteria

Scale	Criteria
High	Strongly Agree
	4.5 to 5.0
	Agree
Medium	3.5 to 4.4
	Sometime used
Low	2.5 to 3.4
	Disagree
	1.5 to 2.4
	Strongly Disagree
	1.0 to 1.4

Table 3 leads toward the mean score; criteria adopted from Oxford (1990) having the object of enhanced comprehension of the overall scale use and use of all categories. Such type of taxonomy has been a well-liked statistical analysis of the scale with all its categories. Hence the same criterion is adopted to enhance comprehension of the results current data analysis.

Table 4. Reliability of the Students' Scale (.939)

Scale Category	Reliability
The reasoning of L1 use in L2 Pedagogy	0.764
Situation & Atmosphere of L1 use in L2 Pedagogy	0.825

Table 5. Showing Frequency of Students’ Reported on Overall Scale of L1 Use in L2 Pedagogy

	No. of students	Mean	SD
Overall scale L1 Use	577	3.47	0.71

In table 5 descriptive statistics indicated that the participants responded a High degree of L1 use in L2 learning but overall, near to the medium having the value (M=3.47, SD=0.71).

Table 6. Showing Frequency of Students’ Reported on Categories of Scale

Scale Categories	No. of students	Mean	SD	Frequency of category
The reasoning of L1 use in L2	577	3.39	0.54	Medium
Situation & Atmosphere of L1 use in L2	577	3.53	0.53	High

Table 6 showing the scale categories in the present study were used as High to medium range the most preferred category reported was Situations of L1 use in L2 Pedagogy (M=3.53, SD=0.53), and Reasoning of L1 use in L2 Pedagogy (M=3.39, SD=0.54).

Table 7. Frequency (%), Mean and Standard Deviation Regarding Reasoning of L1 Use in L2

Item No.	The reasoning of L1 Use in L2 Learning	Mean	SD	Frequency categories
37	The teacher should use only English with the students both during and between activities.	3.27	1.276	Medium
38	Students’ L1 should be allowed during English lessons.	3.28	1.270	Medium
39	I prefer to use only English to learn about grammar and its usage in the English class.	3.44	1.292	Medium
40	I feel more comfortable when my teacher uses L1 in teaching L2 grammar and its usage properly.	3.55	1.192	High
41	Use of L1 motivates me to express my feelings and ideas when I fail to do that in English.	3.51	1.209	High
42	Students should be inspired to use their L1 in pair/ small-group work.	3.32	1.177	Medium
43	I feel more motivated when my mother tongue is manipulated in my EFL classroom.	3.38	1.215	Medium
44	I feel more encouraged when my teacher gives directions while using L1 instead of English about exams.	3.32	1.232	Medium
45	I feel motivated when my instructor uses L1 to discuss tests, quizzes, and other assignments suitably.	3.48	1.168	Medium
46	I tend to participate more in the English language classroom when my teacher uses L1.	3.42	1.194	Medium
47	I prefer my teacher to use L1 when giving basic instructions.	3.57	1.756	High
48	I feel encouraged when my teacher uses L1 while checking short questions, summaries, letter writing and paraphrasing the text.	3.22	1.336	Medium

The descriptive data in table 7 expresses that the students responded in relation to ‘reasoning of L1 use in L2 Pedagogy’ from high to medium degree values. This is the third category in the five scale categories and this category is further divided into 12 statements and the most ideal statement reported was Item No:47 ‘I prefer my teacher to use L1 when giving basic instructions’ (M=3.57, SD=1.756), Item No:40 ‘I feel more comfortable when my teacher uses L1 in teaching L2 grammar and its usage properly’ (M=3.55, SD=1.192), Item No:41 ‘Use of L1 motivates me to express my feelings and ideas when I fail to do that in English’ (M=3.51, SD=1.209), Item No:45 ‘I feel motivated when my

instructor uses L1 to discuss tests, quizzes, and other assignments suitably' (M=3.48, SD=1.168), Item No:39 'I prefer to use only English to learn about grammar and its usage in the English class' (M=3.44, SD=1.292), Item No:46 'I tend to participate more in English language classroom when my teacher uses L1' (M=3.42, SD=1.194), Item No:43 'I feel more motivated when my mother tongue is manipulated in my EFL classroom' (M=3.38, SD=1.215), Item No:42 'Students should be inspired to use their L1 in pair/ small-group work' (M=3.32 SD=1.177), Item No:44 'I feel more encouraged when my teacher gives directions while using L1 instead of English about exams' (M=3.32, SD=1.232), Item No:38 'Students' L1 should be allowed during English lessons' (M=3.28, SD=1.270), Item No:37 'Teacher should use only English with the students both during and between activities' (M=3.27, SD=1.276), Item No:48 'I feel encouraged when my teacher uses L1 while checking short questions, summaries, letter writing and paraphrasing the text.' (M=3.22, SD=1.336).

Table 8. Frequency (%), Mean and Standard Deviation Regarding Situation & Atmosphere of L1 Use in L2

Item No.	Situation & Atmosphere	Mean	SD	Frequency categories
49	I prefer to use only English when my teacher discusses tests, quizzes, and other assignments.	3.41	1.248	Medium
50	Students' first language should be allowed during the translation of English lessons.	3.56	1.135	High
51	Using L1 in EFL classroom is essential to discuss course policies, attendance, and other administrative information.	3.42	1.164	Medium
52	I feel better when my teacher uses English to test my comprehension.	3.61	1.176	High
53	I feel more relaxed when my teacher uses my L1/mother tongue for talks or discussions outside the classroom.	3.49	1.223	Medium
54	I feel more comfortable when my teacher gives directions while using L1 instead of L2 about exams.	3.55	1.202	High
55	I feel more benefit from my teacher's feedback when it's given in L1.	3.52	1.195	High
56	I feel more comfortable when my teacher uses L1 in introducing the aim of the lesson.	3.53	1.244	High
57	I feel relaxed when my teacher uses L1 in introducing the next activity (changeover).	3.46	1.245	Medium
58	I prefer my teacher to use L1 in explaining the meaning of some phrases.	3.64	1.221	High
59	I feel better when my teacher uses my L1 in explaining some difficult concepts.	3.64	1.217	High
60	I prefer my teacher to use L1 in giving suggestions on how to learn more effectively.	3.54	1.254	High
61	I prefer my teacher to use L1 in evaluating and providing feedback.	3.47	1.222	Medium

The descriptive data in table 6.8 illustrates that the students responded on the subject of 'situation of L1 use in L2 pedagogy' from high to medium degree values. This is the second category and this category is further divided into 13 statements and the most preferred statement reported was Item No:58 'I prefer my teacher to use L1 in explaining the meaning of some phrases' (M=3.64, SD=1.221), Item No:59 'I feel better when my teacher uses my L1 in explaining some difficult concepts' (M=3.64, SD=1.217), Item No:52 'I feel better when my teacher uses English to test my comprehension' (M=3.61, SD=1.176), Item No:50 'Students' first language should be allowed during the translation of English lessons' (M=3.56, SD=1.135), Item No: 54 'I feel more comfortable when my teacher gives directions while using L1 instead of L2 about exams' (M=3.55, SD=1.202), Item No:60 'I prefer my teacher to use L1 in giving suggestions on how to learn more effectively' (M=3.54, SD=1.254), Item No:56 'I feel more

comfortable when my teacher uses L1 in introducing the aim of the lesson' (M=3.53, SD=1.244), Item No:55 'I feel more benefit from my teacher's feedback when it's given in L1' (M=3.52, SD=1.195), Item No :53 'I feel more relaxed when my teacher uses my L1/mother tongue for talks or discussions outside the classroom' (M=3.49, SD=1.223), Item No:61 'I prefer my teacher to use L1 in evaluating and providing feedback' (M=3.47, SD=1.222), Item No: 57'I feel relaxed when my teacher uses L1 in introducing the next activity (changeover)' (M=3.46, SD=1.245), Item No:51 'Using L1 in EFL classroom is essential to discuss course policies, attendance, and other administrative information' (M=3.42, SD=1.164), Item No:49 'I prefer to use only English when my teacher discusses tests, quizzes, and other assignments' (M=3.41, SD=1.248).

Teachers' Responses Analysis

Table 9. Reliability of the Scale = .935

Scale Category	Reliability
The reasoning of L1 use in L2 Pedagogy	0.743
Situation & Atmosphere of L1 use in L2 Pedagogy	0.778

Table 10. Showing Frequency of Teachers' Reported on Overall Scale of L1 Use in L2 Pedagogy

	No. of teachers	Mean	SD
Overall Scale L1 Use	156	3.30	0.53

In table 10 the descriptive statistics indicated that the participants responded to a Medium degree of L1 use in L2 learning (M=3.30, SD=0.53).

Table 11. Showing Frequency of Teachers' Responses on Categories of Scale

Scale Categories	No. of teachers	Mean	SD	Frequency category
The reasoning of L1 Use in L2 Pedagogy	156	3.37	0.64	Medium
Situation and atmosphere of L1 use in L2 Pedagogy	156	3.27	0.43	Medium

Table 11 showing all scale categories in the present study were used as medium-range the most preferred category reported was the reasoning of L1 use in L2 pedagogy (M=3.37, SD=0.64) and situation and atmosphere of L1 use in L2 pedagogy (M=3.27, SD=0.43).

Table 12. Frequency (%), Mean and Standard Deviation Reasoning of L1 Use in L2

Item No.	The reasoning of L1 use in L2 Pedagogy	Mean	SD	Frequency categories
39	I think that English language learners are more motivated if their mother tongue is used in the classroom.	3.38	1.302	Medium
40	I tend to discuss with students the decision of using students' L1 in English language classrooms.	3.34	1.133	Medium
41	The teacher should use the only L2 with the students both during and between activities.	3.38	1.241	Medium
42	I prefer to use the only L2 to learn about grammar and its usage in the English class.	3.36	1.164	Medium
43	I prefer to use L2 when I discuss tests, quizzes, and other assignments with my students.	3.61	1.145	High
44	Use of L1 motivates me to express my feelings and ideas with my students when I fail to do that in English.	3.29	1.285	Medium
45	I think that Students are inspired when I use their mother tongue in pair/ small-group work.	3.38	1.204	Medium
46	I think my students feel more motivated when I use their mother tongue in my EFL classroom.	3.27	1.215	Medium
47	I think that my students are more encouraged when I give them directions while using their L1 instead of English about exams.	3.17	1.311	Medium
48	My students feel motivated when I use their L1 to discuss tests, quizzes, and other assignments suitably.	3.43	1.102	Medium

Item No.	The reasoning of L1 use in L2 Pedagogy	Mean	SD	Frequency categories
49	My students tend to participate more in the English language classroom when I use their L1.	3.34	1.298	Medium
50	My students tend me to use L1 when I give basic instructions.	3.57	1.042	High
51	I think that my students feel encouraged when I use their L1 while checking their comprehension, short questions, summaries, letter writing and paraphrasing the text.	3.31	1.253	Medium

The received descriptive data in table 12 makes clear that the teachers responded regarding the ‘reasoning of L1 use in L2 Pedagogy’ from high to medium degree values. This is the third category in the five scale categories and this category is further divided into 13 statements and the most preferred statement reported was Item No:43 ‘I prefer to use L2 when I discuss tests, quizzes, and other assignments with my students’ (M=3.61, SD=1.145) , Item No: 50‘My students tend me to use L1 when I give basic instructions’ (M=3.57, SD=1.042), Item No:48 ‘My students feel motivated when I use their L1 to discuss tests, quizzes, and other assignments suitably’ (M=3.43, SD=1.102), Item No:39 ‘I think that English language learners are more motivated if their mother tongue is used in the classroom’ (M=3.38, SD=1.302), Item No:41 ‘Teacher should use only L2 with the students both during and between activities’ (M=3.38, SD=1,241), Item No: 45‘I think that Students are inspired when I use their mother tongue in pair/ small-group work.’ (M=3.38, SD=1.204), Item No: 42 ‘I prefer to use only L2 to learn about grammar and its usage in the English class’ (M=3.36, SD=1.164), Item No:40 ‘I tend to discuss with students the decision of using students’ L1 in English language classrooms’ (M=3.34, SD=1,133), Item No:49 ‘My students tend to participate more in English language classroom when I use their L1’ (M=3.34, SD=), Item No: 51‘I think that my students feel encouraged when I use their L1 while checking their comprehension, short questions, summaries, letter writing and paraphrasing the text (M=3.31, SD=1.253), Item No:47 ‘I think that my students are more encouraged when I give them directions while using their L1 instead of English about exams’ (M=3.17, SD=1.311) Item No:44 ‘Use of L1 motivates me to express my feelings and ideas with my students when I fail to do that in English’ (M=3.29, SD=1.285), Item No: 46 ‘I think my students feel more motivated when I use their mother tongue in my EFL classroom’ (M=3.27, SD=1.215).

Table 13. Frequency (%), Mean and Standard Deviation Situation and Atmosphere of L1 Use in L2

Item No.	Situation and Atmosphere	Mean	SD	Frequency categories
52	I think that there are no situations in which L1 should be used in the classroom.	3.17	1.319	Medium
53	I suppose that there are some specific perspectives in which L1 should be allowed in the classroom.	3.54	1.109	High
54	I believe that students should use only English the entire time they are in the classroom with both the teacher and fellow students both during and between activities.	3.10	1.330	Medium
55	I think that using students’ L1 is better than using only English to give directions about exams.	3.19	1.301	Medium
56	I think that students benefit from feedback when it’s given inL1.	3.16	1.183	Medium
57	I think that using students’ L1 is better than using English to test students’ comprehension.	3.19	1.206	Medium
58	Students will become proficient in English when L1 is used in the classroom.	3.12	1.215	Medium
59	I think that using students’ L1 is better than using English in order to know about students’ background and interests.	3.37	1.240	Medium
60	I use students’ L1 to explain difficult concepts.	3.44	1.154	Medium
61	Most frequently, I use L1 to facilitate complicated English classroom tasks.	3.46	1.149	Medium
62	My students tend to participate more in the English language classroom when I use L1	3.31	1.319	Medium
63	I prefer to use L1 when I give basic instructions regarding lesson planning.	3.35	1.232	Medium
64	I prefer to use L1 when I use to check my students’ comprehension, short questions, summaries, letter writing and paraphrasing the text.	3.15	1.238	Medium

Item No.	Situation and Atmosphere	Mean	SD	Frequency categories
65	Students feel more comfortable when I use L1 during talks or discussions outside the classroom.	3.65	1.051	High

The current descriptive data in table 13 makes it clear that the teachers responded regarding the ‘Situation of L1 use in L2 Pedagogy’ from high to medium degree values. This is the fourth category in the five scale categories and this category is further divided into 14 statements and the most preferred statement reported was Item No:65 ‘Students feel more comfortable when I use L1 during talks or discussions outside the classroom’ (M=3.65, SD=1.051), Item No:53 ‘I suppose that there are some specific perspectives in which L1 should be allowed in the classroom’ (M=3.54, SD=1.109), Item No:61: ‘Most frequently I use L1 to facilitate complicated English classroom tasks’ (M=3.46, SD=1.149), Item No:60 ‘I use students’ L1 to explain difficult concepts’ (M=3.44, SD=1.154), Item No:59 ‘I think that using students’ L1 is better than using English in order to know about students’ background and interests’ (M=3.37, SD=1.240), Item No:63 ‘I prefer to use L1 when I give basic instructions regarding lesson planning’ (M=3.35, SD=1.232), Item No: 62 ‘My students tend to participate more in English language classroom when I use L1’ (M=3.31, SD=1.319), Item No:55 ‘I think that using students’ L1 is better than using only English to give directions about exams’ (M=3.19, SD=1.301), Item No:57 ‘I think that using students’ L1 is better than using English to test students’ comprehension’ (M=3.19, SD=1.206), Item No:52 ‘I think that there are no situations in which L1 should be used in the classroom’ (M=3.17, SD=1.319), Item No:56 ‘I think that students benefit from feedback when it’s given in L1’ (M=3.16, SD=1.183), Item No:64 ‘I prefer to use L1 when I use to check my students’ comprehension, short questions, summaries, letter writing and paraphrasing the text’ (M=3.15, SD=1.238), Item No:54 ‘I believe that students should use only English the entire time they are in the classroom with both the teachers and fellow students both during and after activities’ (M=3.10, SD=1.330) Item No:58 ‘Students will become proficient in English when L1 is used in the classroom’ (M=3.12, SD=1.215).

Discussions on the Results and Findings

The answers to the research questions and the discussions on those answers are as under.

RQ 1: What Motivates Teachers and Students to use L1 in L2 Classroom?

The results indicate that students and teachers responded with relation to the motivation of L1 use in L2 pedagogy from high to medium degree mean values. As responses from teachers as well as students do not fall in the low category, therefore (minimum values were, M=3.10 and M=3.39 respectively), it is revealed that both the respondents are highly motivated to use L1 in L2 classroom. On the basis of teachers’ and students’ responses, it can be deduced that there are certain reasons which motivate both the stakeholders to use the Urdu language in their English classrooms and these motives could be that the teachers want to employ L1 to: correct students’ written work, explain some new words to the class, cultivate a positive attitude toward learning, improve the low level of the students, save the enrolment numbers and there could be possible reasons which motivate the teachers to use L1 in L2 situation. Similarly, there might be several reasons which intoxicate the EFL learners to use their L1 in the target language classroom such as the use of L1 helps them to express their feelings and ideas when they fail to do that in English; they feel encouraged when their teachers give directions by using L1 instead of English about exams, checking their comprehension, short questions, summaries, letter writing and paraphrasing the text. When most of the teachers give their responses on Likert-scale as ‘Agree’ and the majority of the students think the use of L1 in L2 classroom is highly encouraging the researcher would like to support [Nation \(2003\)](#) who states that “a reasonable approach is desirable which sees a role for L1 but also recognizes the importance of maximizing L2 use in the classroom”.

RQ 2: What are the Situations in Which Teachers and Students Desire to use their L1 in the L2 Classroom?

Regarding the L1 use in L2 situation, the results of data analysis illustrate the students, as well as teachers, responded high to medium degree mean values. Similarly, responses from teachers as well as students do not fall in the low category, therefore; it is indicated that both the respondents have a

keen desire to use L1 in L2 classroom in all situations inside and outside the classroom. The results of the current study reveal that the learners and the teachers indicated certain situations and atmospheres where it becomes vital to use L1 such as while learning about grammar and its usage in the L2 classroom, discussing course policies, attendance, and other administrative information, explaining some difficult concepts, to give directions about exams and in introducing the aim of the lesson. These findings are generally consistent with the literature ([Schweers1999](#); [Swain and Lapkin 2000](#); [Burden 2001](#); [Prodromou 2002](#); [Tang 2002](#); [Sharma 2006](#); [Storch and Aldosari 2010](#)). At the same time, it is also mentioned above that there is great reliability between learners' and their teachers' views about learning and teaching opportunities where Urdu may be constructive. However, the research findings also indicated that there are some differences in this respect. As learners observe the value of using L1 to explain grammatical rules, but some of their teachers unexpectedly do not have the same view reported in the questionnaire.

Conclusions and Policy Recommendations

Primarily, it becomes visible from the results that the teachers who participated in this study used too much and show highly positive sensitivities towards the use of Urdu language in the foreign language classroom, which is beneficial for the students and their learning to some extent. Previously, it was assumed that the use of L1 may or may not be a facilitating tool or a language barrier. The maximum use of the foreign language should remain the main goal, and therefore, teachers and students should be aware of the superfluous use of L1 only to facilitate their teaching and learning activities. Secondly, On the basis of teachers' and students' responses it can be deduced that there are certain reasons which motivate both the stakeholders to use the Urdu language in their English classrooms and these motives could be that the teachers want to employ L1 to: correct students' written work, explain some new words to the class, cultivate a positive attitude toward learning, improve the low level of the students, save the enrolment numbers and there could be possible reasons which motivate the teachers to use L1 in L2 situation. Similarly, there might be several reasons which intoxicate the EFL learners to use their L1 in the target language classroom such as the use of L1 helps them to express their feelings and ideas when they fail to do that in English; they feel encouraged when their teachers give directions by using L1 instead of English about exams, checking their comprehension, short questions, summaries, letter writing and paraphrasing the text.

Contribution/Originality of the Study

Since this study attempted to explore the impact of motivation on teachers and students to use L1 in L2 classroom at degree level in the Southern Punjab, its implication and contribution curtailed from the following reflections:

- The current study is significant since it shows and determines whether teachers and learners are ready to accept and use L1 in EFL classrooms.
- Information from the current study concerning EFL students' and teachers' attitudes toward using L1 motivates students and teachers in the L2 classroom.
- The current study would assist curriculum developers in designing appropriate syllabi to make EFL teaching and learning more beneficial in the Pakistani context.
- The use of L1 in L2 situations subsidizes to students' and teachers' potential development of meaning.

Limitations of the Study and Research Gaps

- The present study was delimited to find out learners' and teachers' level of motivation toward the use of L1 in teaching/learning English as a foreign at graduation level. But in future research on this topic can be implemented on school-going L2 students and their instructors at the same time and consecutively for the striking views of the targeted sample.
- This study was conducted at the Government colleges and universities of Southern Punjab. Contrary to this in future studies sub-campuses of the government sector universities, schools, private universities, their sub-campuses and colleges and schools can also be amalgamated for an advanced understanding of the concern.

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